

# WRAP

## ANALYTIC SCORING GUIDE GRADES 3-12

	1 OVERALL DEVELOPMENT	2 ORGANIZATION	3 SUPPORT	4 SENTENCE STRUCTURE	5 WORD CHOICE	6 MECHANICS
When scoring consider	<ul style="list-style-type: none"> <li>The overall effect of the paper</li> <li>The degree to which the paper is fluent and addresses the task, audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>The degree to which the response is:                             <ul style="list-style-type: none"> <li>Clearly and logically ordered (sequenced)*</li> <li>Paragraphed</li> </ul> </li> <li>Carefully but subtly organized from beginning to end</li> <li>Logical order (well sequenced)*</li> <li>Elegant flow of ideas</li> <li>Provides closure</li> </ul>	<ul style="list-style-type: none"> <li>The degree to which the response includes details which develop the main points</li> <li>Supporting details are rich, interesting and informative throughout; fully developed</li> <li>Details are relevant and appropriate for the focus</li> </ul>	<ul style="list-style-type: none"> <li>The degree to which the response includes sentences that are:                             <ul style="list-style-type: none"> <li>Complete and correct</li> <li>Varied in structure and length</li> <li>Correct in their usage</li> </ul> </li> <li>Sentence structures enhance style and effect</li> <li>Virtually no errors in structure or usage</li> <li>Successfully uses more sophisticated, varied sentence patterns</li> <li>Correct in their usage</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary</li> <li>word choice (language)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>Punctuation</li> <li>Capitalization</li> </ul>
6 PAPER	<ul style="list-style-type: none"> <li>Fluent, richly developed</li> <li>Clear awareness of audience and purpose</li> <li>Distinctive, engaging voice</li> <li>Original, insightful or imaginative</li> </ul>	<ul style="list-style-type: none"> <li>Organized from beginning to end</li> <li>Logical order (sequenced)*</li> <li>Subtle transitions</li> <li>Provides closure</li> </ul>	<ul style="list-style-type: none"> <li>Details are strong and varied throughout</li> <li>Details are relevant and appropriate for the focus</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structures are appropriate to style and effect</li> <li>Few errors in structure or usage</li> <li>Moderately successful in using more sophisticated sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>Rich, effective vocabulary throughout</li> <li>Vivid language</li> <li>May use figurative language and imagery</li> </ul>	<ul style="list-style-type: none"> <li>Very few or no mechanical errors relative to length or complexity</li> </ul>
5 PAPER	<ul style="list-style-type: none"> <li>Fluent, fully developed</li> <li>Clear awareness of audience and purpose</li> <li>Evidence of voice, compositional risks attempted</li> <li>Cohesive</li> </ul>	<ul style="list-style-type: none"> <li>Organized from beginning to end</li> <li>Logical order (sequenced)*</li> <li>Subtle transitions</li> <li>Provides closure</li> </ul>	<ul style="list-style-type: none"> <li>Details are adequate to support the focus</li> <li>Details are generally relevant to the focus</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structures are appropriate to style and effect</li> <li>Few errors in structure or usage</li> <li>Moderately successful in using more sophisticated sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>Effective vocabulary</li> <li>Generally successful in using rich language</li> </ul>	<ul style="list-style-type: none"> <li>Few mechanical errors relative to length or complexity</li> </ul>
4 PAPER	<ul style="list-style-type: none"> <li>Moderately fluent, adequately developed</li> <li>Awareness of audience and purpose</li> <li>Ideas developed but some what limited in depth</li> </ul>	<ul style="list-style-type: none"> <li>Minor lapses in order or structure (some breaks in sequencing)*</li> <li>Meaning is subordinate to organizational devices</li> <li>Contrived transitions</li> <li>Provides closure</li> </ul>	<ul style="list-style-type: none"> <li>Details are adequate to support the focus</li> <li>Details are generally relevant to the focus</li> </ul>	<ul style="list-style-type: none"> <li>Some sentence variety</li> <li>Generally correct structure and usage*</li> <li>Attempts to use more sophisticated sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable vocabulary</li> <li>Attempts to use rich language</li> <li>Misuse of big words</li> </ul>	<ul style="list-style-type: none"> <li>Some mechanical errors that do not interfere with communication</li> <li>Limited text, but mechanically correct</li> </ul>
3 PAPER	<ul style="list-style-type: none"> <li>Somewhat developed</li> <li>Some awareness of audience and purpose</li> <li>Repetitive or too general</li> </ul>	<ul style="list-style-type: none"> <li>Poor transitions</li> <li>Random sequencing*</li> <li>Attempt closure</li> <li>Shift in focus</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration</li> <li>Insufficient relevant details</li> <li>Important details are omitted</li> </ul>	<ul style="list-style-type: none"> <li>Little sentence variety</li> <li>Errors in structure or usage</li> <li>Interfere with meaning</li> <li>Over-reliance on simple or repetitive constructions</li> <li>Chaining</li> <li>Noticeable errors in usage</li> </ul>	<ul style="list-style-type: none"> <li>Simplistic vocabulary with choice</li> <li>Some errors in word choice</li> </ul>	<ul style="list-style-type: none"> <li>Some mechanical errors that do interfere with communication</li> <li>Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)</li> </ul>
2 PAPER	<ul style="list-style-type: none"> <li>Poorly developed</li> <li>Poor awareness of audience or purpose</li> <li>Ideas and details are not clear</li> </ul>	<ul style="list-style-type: none"> <li>Thought patterns are difficult to follow</li> <li>Ideas are not clear or sequenced*</li> <li>Resembles free-writing, rambling</li> <li>Continual shifts in focus</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details are listed</li> <li>Repetitious details</li> <li>Too few details</li> </ul>	<ul style="list-style-type: none"> <li>No sentence variety</li> <li>Serious errors in structure or usage</li> <li>Too brief to demonstrate variety</li> </ul>	<ul style="list-style-type: none"> <li>Simplistic vocabulary with inappropriate and/or incorrect word choice</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable mechanical errors that interfere with communication</li> <li>Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)</li> </ul>
1 PAPER	<ul style="list-style-type: none"> <li>Not developed</li> <li>Restates topic</li> <li>No awareness of audience or purpose</li> <li>Inappropriate response</li> <li>Too brief to show development</li> </ul>	<ul style="list-style-type: none"> <li>So short or muddled that it lacks organization or focus</li> </ul>	<ul style="list-style-type: none"> <li>Virtually no details</li> <li>Irrelevant details</li> </ul>	<ul style="list-style-type: none"> <li>Lack of sentence sense</li> <li>Riddled with errors in sentence structure at the sentence level</li> <li>Riddled with errors in usage</li> <li>Too brief to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Extremely limited vocabulary</li> <li>Riddled with errors in word choice</li> <li>Too brief to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Mechanical errors that seriously interfere with communication</li> <li>Too brief to evaluate</li> </ul>

\*Grades 3/4 Narrative only

### NON-SCORABLE (N)

- is illegible; i.e., includes so many indecipherable words that no sense can be made of the response —or— is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense —or— is a blank paper